

A Blueprint for Learning Social Studies Seventh Grade

The ***Blueprint for Learning*** is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the printed manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

KEY

I = Introduced D = Developing M = Mastered A = State Assessed

REPORTING CATEGORY

E = Economics PG = Physical Geography HG = Human Geography GC = Governance and Civics H = History

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SOCIAL STUDIES ***Seventh Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category	
M		Define the basic components of culture.
M		Explain how people living in the same region maintain different ways of life.
M		Identify how communities locally, regionally, and globally reflect the cultural background of their inhabitants.
D		Analyze the role of cultural diffusion and interactions among Earth's human systems in the ongoing development of Earth's cultural landscapes.
D		Identify and describe the location of major cultural attributes such as language, religion, political systems, economic systems, and population centers locally, regionally, and globally.
M		Define religion.
D		Describe the beliefs of the world's major religions.
D		Evaluate the role of religious beliefs on local, regional, nation-state, and global levels.
I		Identify characteristics of a physical environment that contribute to the growth and development of a culture.
M		Compare how cultures differ in their use of similar environments and resources.
D		Evaluate the effect of technology on various cultures.
D		Explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.
D		Describe how language, art, music, belief systems, and other cultural elements facilitate global understanding or cause misunderstanding.

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I		Define various types of economies and their methods of production and consumption (e.g., market economy, free enterprise, capitalism, communism, and socialism).
D		List the major resources and industrial and agricultural products, locally, regionally, and globally.
A	E	Define renewable and nonrenewable resources.
D		Apply basic economic concepts in studying the various regions of the world such as export, import, tariffs, and closed and emerging markets.
A	E	Recognize basic economic concepts (i.e., imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, and depression).
D		Explain the interactions between domestic and global economic systems.
D		Recognize that resources, goods, and services are exchanged worldwide.
A	E	Select the major resources, industrial, and agricultural products from the three grand divisions from a map of Tennessee.

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D		Explain the economic impact of improved communication and transportation.
D		Appraise the relationship among scarcity of resources, economic development, and international conflict.
I		Evaluate the domestic and international impact of various economic agreements.
I		Apply economic concepts to evaluate contemporary developments.
A	E	Interpret economic issues as expressed with maps, tables, diagrams, and charts.
M		Describe the characteristics, location, and use of renewable and nonrenewable resources.
M		Identify ways resources are recycled.
D		Describe patterns of resource distribution and utilization.
D		Discover the relationship between the use, availability, and accessibility of resources and a country's standard of living, including the role of technology in resource acquisition and use.
D		Analyze issues related to the location, availability, use, distribution, and trade of natural resources.

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

M		Identify, describe, and be able to use the basic elements of maps and mapping.
A	PG	Identify and use the basic elements of maps and mapping.
M		Identify the location of physical and human attributes on maps and globes at local, regional, and global scales.
A	PG	Locate on map specific lines of longitude and latitude. (i.e., Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, and Arctic Antarctic Circles).
A	PG	Locate the earth's major physical characteristics (i.e., 7 continents and 4 oceans).
A	HG	Distinguish between types of maps. (i.e., political, physical, climatic, land-use resource, contour, elevation, and topographic.)
M		Demonstrate an understanding of various types of maps including thematic and topographic maps.
A	PG	Interpret a map indicating scale, distance, and direction.
A	PG	Read and interpret a time zone map.
M		Discuss applications of current geographic techniques in mapping such as GIS and GPS.
M		Identify the location of the earth's major physical characteristics such as continents, landforms, bodies of water, climate regions, vegetation, and natural resources.
A	PG	Identify the major river systems of Tennessee.
A	PG	Select the natural resources found in the 3 grand divisions of Tennessee (coal, copper, timber, plants, and animals.)
A	PG	Identify the location of the earth's major landforms and bodies of water (i.e., Rockies, Andes, Himalayas, Alps, Urals, Sahara desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Eurphrates River, Ganges River, Volga River, and Yellow River).
A	PG	Identify the six physical regions of Tennessee (i.e., Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, and Gulf Coastal Plain).
M		Identify the location and size of major human features such as cities, political units, and countries.
A	HG	Distinguish the differences among rural, suburban, and urban communities.
M		Explain why physical, biological, and human processes leave discernable patterns on the earth's surface locally, regionally, and globally.
M		Identify the spatial distribution of major ecosystems such as tropical rainforest, desert, and grassland.

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A	PG	Identify the characteristics that define a region geographically.
M		Identify concepts and geographic tools used to define and describe spatial organization such as absolute and relative location, distance, direction, scale, movement, and region.
M		Explain patterns of spatial organization including why some areas are more densely settled than others and the differences between rural, urban, and suburban patterns.
A	HG	Define demographic concepts. (i.e., population, population distribution, population density, and growth rate).
A	PG	Compare the five largest cities of Tennessee using a bar graph.
M		Describe factors that affect spatial organization of the earth's surface such as transportation, migration, and communication technology.
M		Identify which features on the earth's surface are physical and which are human.
A	PG	Recognize specific physical processes that operate on the earth's surface (i.e., erosion, volcanoes, earthquakes, wind and water currents, plate tectonics, and weathering).
M		Describe how physical, biological, and human characteristics and processes define and shape a place.
M		Describe how human movement and migration influence the character of a place.
M		Appraise the symbiotic relationship between the physical and human environments as they are reflected on the earth's surface.
M		Identify the criteria used to define a region, including physical traits and formal, functional, and vernacular cultural regions.
M		Describe types of regions at the local, regional, and global level.
M		Describe how cultures influence the characteristics of regions and how human characteristics make specific regions of the world distinctive.
M		Explain factors that contribute to changing regional characteristics and boundaries.
M		Identify types of the earth's physical processes such as tectonic activity, and changing landforms.
M		Consider the effect of weathering and erosion, the hydrologic cycle and climate change.
M		Analyze physical patterns and ecosystems found locally, regionally, and globally.
M		Examine the consequences of a specific physical process operating on the earth's surface.
M		Describe how the characteristics of different physical environments affect human activities including ways in which people adapt to living in different physical environments.
M		Describe the impact and interaction of natural hazards and disasters on human settlements and systems.
M		Evaluate the limits and opportunities of physical environments for human activities.
M		Describe effects of human modification on the physical environment including global warming, deforestation, desertification, and urbanization.
M		Explain the ways in which human induced changes in the physical environment in one place can cause changes in other places.
M		Analyze the environmental consequences of humans changing the physical environment.
A	HG	Recognize the definitions of modifications on the physical environment (i.e., global warming, deforestation, desert, and urbanization).
A	HG	Analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, and global warming).
M		Identify the characteristics of populations at a variety of scales including ethnicity, age distribution, number of males and females, and life expectancy.
A	HG	Interpret a population pyramid.
M		Define demographic concepts including population, population distribution, population density, growth rate, family size, and infant mortality.

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A	HG	Define demographic concepts (i.e., population, population distribution, population density, growth rate, family size, and infant mortality).
A	HG	Recognize cultural definitions (i.e., language, religion, customs, political system, and economic system).
A	HG	Locate cultural information on a thematic map (i.e., languages, political systems, economic systems, and religions).
M		Describe the causes and effects of human migration such as "push and pull" factors.
M		Analyze contemporary population issues.
A	HG	Predict the consequences of population changes on the Earth's physical and cultural environments (I.e., air and water pollution, mining, deforestation, and global).
A	HG	View and discuss a show which shows a diverse global culture.

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

M		Recognize world political regions locally, regionally, and globally.
A	GC	Using a map key, locate various governance systems.
A	GC	Identify political leaders from selected contemporary settings (i.e., United States, India, Canada, Mexico, Great Britain, Russia, and China).
M		Explain the purposes and structure of various systems of governance.
A	GC	Define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, and dictatorship).
M		Compare different political systems with that of the United States and identify political leaders from selected contemporary settings.
A	GC	Recognize how the boundaries of congressional districts change in the state of Tennessee (i.e., statutory requirements, population shifts, and political power shifts).
A	GC	Differentiate between the rights, roles, and state of the individual in relation to the general welfare in various regions of the world.
M		Explain the relationship between a place's physical, political, and cultural characteristics and the type of government that arises in that place.
D		Identify international and multinational organizations of cooperation.
D		Describe the current struggles over energy resources and how different governments resolve these problems.
D		Describe conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
A	GC	Recognize the causes, consequences, and possible solutions applied by governing bodies to persistent global issue using a narrative (i.e., health, security, resource allocation, economic development, and environmental quality).
D		Explore governmental responses to environmental issues such as air pollution, watershed management, water pollution and solid waste, including hazardous and toxic waste.
D		Describe ideas and mechanisms governments develop to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

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HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

D		Identify reasons why people choose to settle in different places.
A	H	Identify the causes and consequences of urbanization (i.e., industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, and crime).
D		Explain how and why the location of settlements changes over space and time locally, regionally, and globally.
A	H	Identify reasons why people choose to settle in different places (i.e., occupation, family, climate, and natural resources).
D		Explain factors leading to areas of dense human settlement.
A	H	Map large civilizations to discover the impact of water as a main reason behind a society's founding.
D		Describe factors involved in the growth and development of cities.
D		Evaluate the causes and consequences of urbanization.
D		Identify the physical and human factors that influence a place.
A	H	Identify ways family, groups, and community influence daily life and personal choices.
D		Analyze the causes and effects of changes in a place over time.
A	H	Analyze, from a written passage, the causes and effects of change in a place over time.
A	H	Compare and contrast the tenets of the five major world religions (i.e., Christianity, Buddhism, Islam, Hinduism, and Judaism).
A	H	Examine reasons and patterns of human migration through the use of maps, charts, and diagrams (i.e., famine, natural disasters, political and religious oppression, and wars).

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

M		Recognize that individuals can belong to groups but still retain their own identity.
M		Know how to share and give opinions in a group.
M		Describe personal connections to a place.
D		Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.
D		Examine issues involving the rights, roles, and status of the individual in relation to the general welfare in various regions of the world.
D		Identify ways family, groups, and community influence daily life and personal choices.
D		Demonstrate an understanding of concepts such as role, status, and social class when describing the interactions of individuals and social groups in various regions of the world.
D		Explore the causes, consequences, and possible solutions applied by governing bodies to persistent global issues such as health, security, resource allocation, economic development, and environmental quality.
D		Identify the effects of physical and human geographic factors on current policies and issues such as land use, urban planning, and conservation issues.
D		Describe the impact of contemporary patterns of consumption, production, and population growth on the future spatial organization of the earth.
D		Integrate multiple points of view to analyze and evaluate contemporary geographic issues.

SOCIAL STUDIES PROCESS STANDARDS

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The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

D		Detect cause and effect relationships to acquire information.
D		Distinguish between fact and opinion to recognize propaganda to acquire information.
D		Use maps, graphs, globes, media, and technology sources to acquire information.
D		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
D		Identify relevant factual material to problem solve and analyze data.
D		Classify information by source, chronology, and importance to problem solve and analyze data.
D		Critically examine data from a variety of sources to problem solve and analyze data.
D		Detect bias in data presented in a variety of forms to problem solve and analyze data.
D		Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.
D		Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.
D		Construct and analyze timelines for historical awareness.
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.
D		Incorporate the use of technological resources for historical awareness.
D		Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness.

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